

Psychological Support for Children Coping with COVID-19


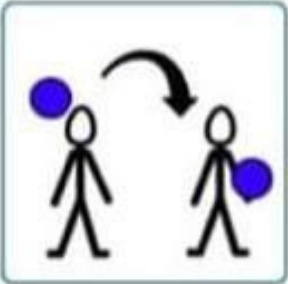
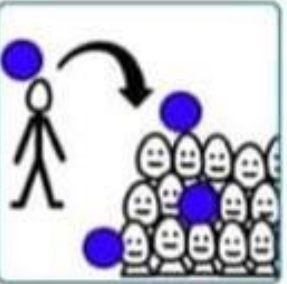

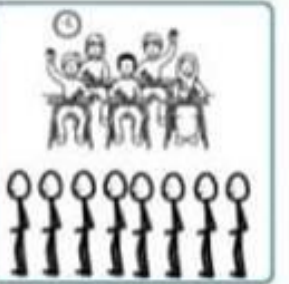
Tips for conversations about COVID-19 with children and young people:






- **Ease your own anxiety first.** Children/young people will follow their parent's example. So remain informed by reliable sources and know when to 'switch off' from news and social media.
- **Learn what the child/young person knows already.** This will inform you as to what information you need to share with them.
- **Have the conversation promptly.** Inform your child about Coronavirus in an age appropriate way (some of the resources below will help with this) and explain the reasoning for changes in daily life e.g. social distancing. However, with younger children it may be more useful to reinforce what to do e.g. wash your hands whilst singing 'Happy Birthday' twice.
- **Be understanding of their concerns and remain empathetic.** Validate the child/young person's concerns and don't dismiss them. Help to mitigate their concerns by providing reassurance.
- **Provide fact-based information and encourage good hygiene.** Sticking to the facts will help to minimise any confusion and this will reinforce the reasoning behind good hygiene.
- **Watch your child's stress levels moving forward.** Changes in a child/young person's behaviour may be as a result of difficulties in expressing their concerns verbally. A tip for dealing with this is remaining present and engaged during conversations and see what the child/young person may be trying to tell you. E.g. are they expressing frustration/ fear/ withdrawing?

Sources: British Psychological Society; verywellmind



School is closed

| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| <p>School is closed because of the Coronavirus.</p> | <p>Coronavirus can pass from one person to another.</p> | <p>Coronavirus can pass more in big groups.</p> | <p>It is best to NOT be in a big group.</p> | <p>We have big groups at school.</p> |

| | | | | |
|--|--|---|--|--|
|  |  |  |  |  |
| <p>So school is closed.</p> | <p>I will stay home for many days.</p> | <p>My family and my teachers want me to be safe.</p> | <p>When it is safe, I can be in big groups again.</p> | <p>When it is safe, school will be open again.</p> |

Support for Parents

Our top tips for self-isolation with your family (adapted from an article on BBC news)

Our children respond so much to ourselves and our leadership. Especially now when things are being so disrupted. As a parent the best thing to focus on before you go down rabbit holes looking for curriculum is to think about how to support yourself first because you are that bedrock. It's not just the children who may be impacted parents too could find it a challenge. When people are faced with uncertainty or worry, having some certainties, for example through a bit of structure, could really help:

- Children and adults really thrive on predictability, especially when life is changing around them, it's about getting a balance - having a structure and integrating some fun!
- YOU DON'T HAVE TO BE IN SCHOOL TO LEARN!
- Create a daily schedule for school-age children, children will love being involved in this and it will give them some control
- Creating weekly or daily activities and then read the plan out or "stick it on the wall.
- Distinguish weekdays and weekends and have a balance between calm vs active activities (similar to school)
- Have a choice of activities for children to choose from. Creative time, artwork, time in the garden, digging and getting muddy, planting bulbs etc. Focus on ticking off tasks each day
- Display your arts and crafts in a window for others to see when they are walking past
- Draw a map of your local area, workout where friends live, make some postcards and post them through letterboxes
- Give children jobs to do so that they feel part of the routine – get them to wash the car and help them earn extra pocket money
- Accept they are going to watch telly and DVD's because we all do...and we all need it!
- Any schedule should be more like a "flow" - rather than something strict.
- A lot of siblings will not be used to being together all day, and that's a lovely opportunity to build and strengthen your family relationships - but it will come with some bumps in the road
- Maybe Wednesdays have a family film afternoon. Or give teenagers some private time to Skype or WhatsApp their friends
- Contact with the outside world is also vital, as well as exercise, such as going for a walk where you won't bump into anyone. If you are self-isolating after having symptoms, the NHS advises not going for a walk.

For Parent's Sanity!!

- Even just opening a window and taking 10 deep breaths, doing a free three-minute meditation or writing down 10 things you're grateful for
- Limit how much news you're taking in each day e.g. morning news might be better than watching it before bed!
- This is a time we need to prepare for our houses to be a bit messier. Having kids about all day, it's going to get messy

Useful Resources to explain COVID-19's potential impact on mental health:

- This website provides useful information on how mental health might be affected during the coronavirus outbreak and advises how to manage this:
<https://www2.hse.ie/wellbeing/mental-health/minding-your-mental-health-during-the-coronavirus-outbreak.html>

More resources for Staff: To access the wellbeing resource pack that includes these posters and more, follow this link:
<https://ics.ac.uk/ICS/Education/Wellbeing/ICS/Wellbeing.aspx?hkey=92348f51-a875-4d87-8ae4-245707878a5c>

UNDERSTANDING PSYCHOLOGICAL WELLBEING AT WORK



Wellbeing is the achievement of satisfaction in absence of sustained distress, with a sense of control, meaning, and purpose, and the ability to maintain good relationships.

Psychological wellbeing in the workplace is multi-faceted and influenced by individual differences (such as personality and coping style) but also work factors such as:

Work factors that can influence Psychological wellbeing



How are the above factors within your critical care unit?
 Positive changes in any of the areas can result in better psychological wellbeing for all of the team.



Support for Staff

ADVICE FOR SUSTAINING STAFF WELLBEING IN CRITICAL CARE DURING AND BEYOND COVID-19



The anticipated needs of staff will vary across each of the phases, consider the following support mechanisms:

| Phases | Issues and likely impact | Needs and recommended approach |
|--|--|--|
| Pre-phase: No cases on unit | Anticipatory anxiety about what's on its way. Inability to think clearly, feeling overwhelmed, planning. Communication errors. Tension in working relationships. "Readiness" burnout. | Increase a sense of control - the team are in a safe pair of hands. Reassurance and planning. Communication updates are key (you may be thinking ahead, they are thinking now). Escalation plan. Support to managers who are making plans and holding the stresses. |
| Initial phase: Case 1 | Starting to get going, lots of trying out, lost time, repetition and frustration. Further anticipatory anxiety | War room - planning central to allow centralised communication. Management are visible and available. Regular communication bulletins and open forums. |
| Core Phase: Full scale - Multiple cases | Biggest risk period. Fear infection and implications for families. Overwhelming workload. Full go mode- adrenalin and automatic pilot. Exhaustion. Moral distress as healthcare rationed. Distress linked to personal or family experience of COVID-19. Experience fear or stigma when out in public. | Have runners in PPE areas. Promote peer support. It's okay to say you are not okay - Senior staff to model this. Rotate workers from high-stress to lower-stress functions. Small pre-brief and debrief the day. Partner inexperienced workers with their more experienced colleagues. Psychological first aid - drop in sessions for staff with employee wellbeing if you have it. Ensure the basics: Breaks, Facilities (food trolley in staff room), Sleep, Days off. Manage visitors |
| End Phase: Immediate aftermath | Exhaustion and post trauma recovery / stress | Debriefing. Staff 1-1 and group sessions. Learning and preparation for the future. Organise thanks and reward. Look out for signs of PTSD in staff: <ul style="list-style-type: none"> • on edge and hyper arousal, poor sleep • flashbacks or re-experiencing • avoidance of reminders. |
| Long term | Some ongoing PTSD Reflection and learning | (Continued from End Phase) |



Other Tips for Coping with COVID-19

We have all seen a lot of recommendations of what to do to **not** contract coronavirus but here is some advice on what you might want to do if you do actually contract coronavirus, as many of us will. You want to prepare just as you would for a nasty respiratory bug.

Dr Russ Harris
'FACE COVID'

Things that may be useful to buy ahead of time:

- Kleenex
- Paracetamol (for symptom management and a fever of over 38°C, take Paracetamol rather than Ibuprofen)
- Generic mucus thinning cough medicine (check the label and make sure you're not doubling up on Paracetamol)
- Honey and lemon is great for your throat
- Vick Vaporub for your chest
- A humidifier may be useful if you do not already have one, however breathing in steam may work just as well e.g. turning the shower on and sitting in the bathroom

Food and drink:

- It may be useful to do some meal prep e.g. making a big batch of your favourite soup to freeze and have on hand
- Stock up on your favourite drinks - though tap water is fine!

Coronavirus and Vulnerable Individuals:

- If you are worried or in distress or feel your symptoms are getting worse, ring 111 and they will advise if you need to go to hospital. The hospital beds will be used for people who actively need oxygen/breathing treatments/IV fluids.
- If you have a pre-existing lung condition (COPD, emphysema, lung cancer) or are on immunosuppressant's, now is a great time to talk to your Doctor or specialist about what they would like you to do if you get sick.

Tips for looking after yourself and others if you have contracted coronavirus:

- *Hydrate (drink!) hydrate, hydrate!*
- Rest lots. You should not be leaving your house! Even if you are feeling better you may still be infectious for fourteen days and older people and those with existing health conditions should be avoided!
- Ask friends and family to leave supplies outside to avoid contact
- You **DO NOT NEED TO GO TO THE HOSPITAL** unless you are having trouble breathing or your fever is very high (over 39°C) and unmanaged with meds. 90% of healthy adult cases thus far have been managed at home with basic rest/hydration/over-the-counter meds.

Techniques to Cope with Anxiety and Intense Emotions:

SIX WAYS TO PRACTICE GROUNDING

with anxiety + intense emotions



body

lay on the ground, press your toes into the floor, squeeze playdough



5 senses

wear your favorite sweatshirt, use essential oils, make a cup of tea



self-soothe

take a shower or bath, find a grounding object, light a candle



observe

describe an object in detail: color, texture, shadow, light, shapes



breathe

practice 4-7-8 breathing: inhale to 4, hold for 7, exhale to 8



distract

find all the square or green objects in the room, count by 7s, say the date

 THE GROWLERY

MANAGING CORONA VIRUS (COVID-19) ANXIETY

For You

- Avoid excessive exposure to media coverage
- Connect through calls/text/internet
- Add extra time for daily stress relief
- Practice self-care
- Focus on your mental health

For Kids

- Reassure them that they're safe
- Let them talk about their worries
- Share your own coping skills
- Limit their news exposure
- Create a routine & structure

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For Quarantine/Isolation

- Keep in contact with your loved ones via social media, texts, and phone calls
- Create a daily self-care routine
- Keep yourself busy: games, books, movies
- Focus on new relaxation techniques

Deep breathing using your hand.



Star Breathing



Coping Strategies for Managing the Impact of COVID-19 on Mental Health:

HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

@BELIEVEPHQ www.BelievePerform.com

- LOVE**
Be there for your child and show care and love
- EXERCISE**
Encourage play, exercise and sport
- BEHAVIOUR**
Keep an eye out for any changes in behaviour
- SUPPORT**
Regularly support, encourage and praise your child
- REST TIME**
Help your child to manage stress by building in some rest time
- BE PROUD**
Tell your child that you are proud of them
- PATIENCE**
Be patient. Don't pressure your child
- HELP**
Don't be afraid to seek help from professionals
- FEELING**
Get to know how your child is feeling
- EDUCATE**
Educate yourself about mental health problems
- PROBLEM SOLVING**
Help your child to effectively problem solve
- LISTEN**
Make sure you take time to listen to what your child has to say
- COPING**
Help your child to learn some simple coping skills such as relaxation
- SYMPTOMS**
Be aware of signs and symptoms
- CONVERSATION**
Encourage your child to engage in conversation
- ENVIRONMENT**
Provide a positive environment for your child where they can thrive

ola:

HOW TO FEEL YOUR FEELINGS:

A THING that SOUNDS OBVIOUS BUT TOTALLY ISN'T.

1. AN UNPLEASANT FEELING ARISES.
2. YOUR MIND Launches into WHATEVER INNER STORY ACCOMPANIES this FEELING

"I'M UNLOVABLE... I'M A LOSER... I RESENT MY FACE" (JUST FOR EXAMPLE)

STOP! YOU ARE THINKING YOUR FEELINGS.

3. REDIRECT your MIND AWAY FROM THESE THOUGHTS & into the SENSATIONS in your BODY. MENTALLY NAME THEM (my chest is TIGHT etc.)
4. BREATHE INTO the FEELING/SENSATION & ALLOW IT. (CRY, SHAKE, etc. (if you're not, like, in Target.))
5. YOUR MIND WILL REALLY WANT to GO BACK into THOUGHT-STORY-MODE. When THIS HAPPENS, REDIRECT your AWARENESS BACK into YOUR BODY.
6. TAKE DEEP BREATHS. KEEP FEELING into your BODY. Let the FEELING EXIST and TRUST that IT WILL LEAVE. OBSERVE IT CHANGING. WATCH IT Move. NOTICE that YOU HAVE SURVIVED.

EMILY M'DOWELL @EMILYONLIFE

Surviving isolation

Isolation during COVID-19 can be a stressful time for families. We have produced this guide to help maintain psychological health. Please refer to NHS and Public Health advice for physical health advice



GIG
CYMRU
NHS
WALES
Bwrdd Iechyd Prifysgol
Caerdydd a'r Fro
Cardiff and Vale
University Health Board

Produced by Paediatric Psychology
Department, Noah's Ark Children's
Hospital for Wales, March 2020

Prepare:

- Let children know what is happening, encouraging them to think of it as an opportunity to have family time and learn new things
- Avoid fake news and social media – only looking to NHS and Public Health guidelines for advice
- Model and encourage resilience by thinking what you can do, rather than what you can't
- Take time to think about what you will find difficult to cope with, talk to someone you trust and make a plan for support
- Plan as a family and make a daily timetable of activities
- Get contact numbers for family/friends so you and your children can still talk/whatsapp
- Get what you need for family projects in advance: gardening, arts and crafts, projects, DIY, cooking

Daily routines:

- Stick to daily routines, a time to get up and bedtimes are really important
- Get washed and dressed as normal
- Stick to a daily activity timetable
- Eat regularly and at set meal times
- Get exercise and air – open windows, go into the garden, do exercise videos
- Open curtains and windows to get natural light
- Limit screen time
- Try things from the activity list here, mix up the activities by having busy and active times, followed by quieter sitting activities similar to how the school day is structured

Activity list:

- Make a den
- Create new things out of old
- Do school work
- Do some gardening; plant vegetables/flowers to grow in spring
- Spring clean
- Hold a fashion show
- Bake cakes/try a new recipe
- Learn something new: a dance, a skill, a song, a language
- Read a book
- Talk to a friend/family member
- Doodle and draw
- Put on music and dance
- Watch 'Go Noodle', 'Zen Den', 'Joe Wicks workouts' on YouTube
- Look at old photos, make an album
- Listen to audio books/podcasts

Activity list:

- Reminisce about nice family memories
- DIY – do painting, repairs
- Write letters to family/friends
- Paint family portraits
- Look after pets
- Plan and research future adventures
- Have a 'children in charge day' where they are the parents and teach you new things
- Try new hair styles
- Learn a relaxation technique
- Learn and practice mindfulness techniques
- Play board games
- Learn a new card game
- Play musical instruments – make your own!
- Write a story/play you can act out
- Plan and have film nights

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

| | | |
|---------------|---------------------|--|
| Before 9:00am | Wake up | Eat breakfast, make your bed, get dressed, put PJ's in laundry |
| 9:00-10:00 | Morning walk | Family walk with the dog Yoga if it's raining |
| 10:00-11:00 | Academic time | NO ELECTRONICS Sudoku books, flash cards, study guide, Journal |
| 11:00-12:00 | Creative time | Legos, magnatiles, drawing, crafting, play music, cook or bake, etc |
| 12:00 | Lunch | |
| 12:30PM | Chore time | A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets |
| 1:00-2:30 | Quiet time | Reading, puzzles, nap |
| 2:30-4:00 | Academic time | ELECTRONICS OK Ipad games, Prodigy, Educational show |
| 4:00-5:00 | Afternoon fresh air | Bikes, Walk the dog, play outside |
| 5:00-6:00 | Dinner | |
| 6:00-8:00 | Free TV time | Kid showers x3 |
| 8:00 | Bedtime | All kids |
| 9:00PM | Bedtime | All kids who follow the daily schedule & don't fight |

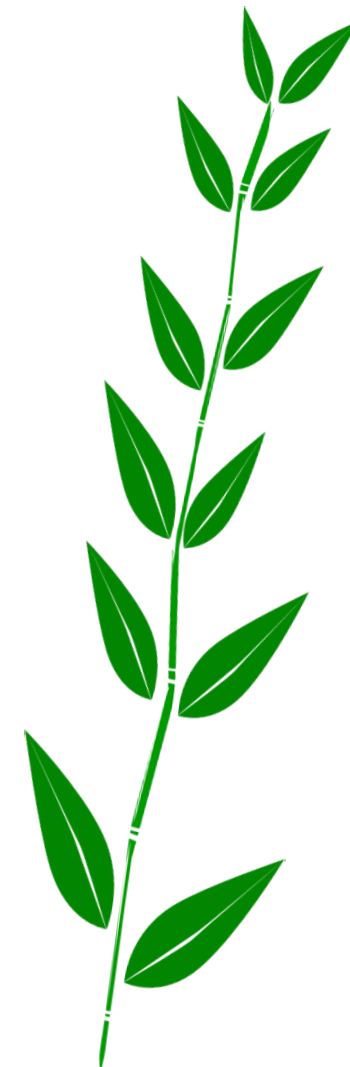
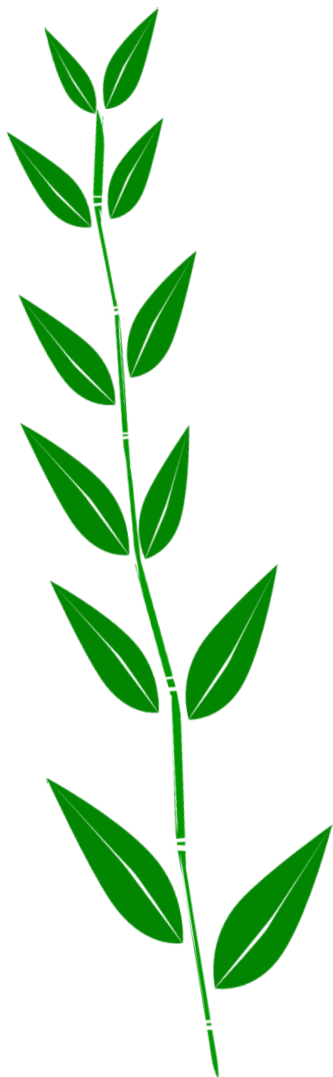
Outdoor activities

Note that these outdoor activities can be done in the garden or outdoors whilst abiding to the Government’s social distancing advice.

30 THINGS TO DO WITH YOUR KIDS OUTSIDE

| | | | | |
|--|---|--|---|--|
| Look at a cloud and say what you think it looks like. <input type="checkbox"/> | Make a wish on a dandelion. <input type="checkbox"/> | Explore a cobweb and make spiders cool. <input type="checkbox"/> | Hug a tree. <input type="checkbox"/> | Build a house for fairies. <input type="checkbox"/> |
| Read a book in the woods. <input type="checkbox"/> | Fill a basket with nuts, leaves, and sticks that have fallen from trees. <input type="checkbox"/> | Pick up 3 pieces of trash from outside. <input type="checkbox"/> | Identify 3 birds. <input type="checkbox"/> | Throw rocks in a river, pond, or puddle. <input type="checkbox"/> |
| Plant wildflowers. <input type="checkbox"/> | Build a rock cairn. <input type="checkbox"/> | Slide down a sand or grassy hill. <input type="checkbox"/> | Explore a trail you have never been down. <input type="checkbox"/> | Draw pictures in the dirt. <input type="checkbox"/> |
| Paint rocks with water and see what colors arise. <input type="checkbox"/> | Splash in a big puddle. <input type="checkbox"/> | Put bugs in a bowl and observe them. <input type="checkbox"/> | Work in a garden or explore a public garden. <input type="checkbox"/> | Pick out how many shades of green you see on a trail. <input type="checkbox"/> |
| Look for something prickly. <input type="checkbox"/> | Sing in the rain. <input type="checkbox"/> <small>no rain?? stick your head in a fountain or waterfall and sing!</small> | Plant a seed that you find on the trail. <input type="checkbox"/> <small>i.e. acorn, pine cone, willow fuzz</small> | Have a picnic. <input type="checkbox"/> | Find a trail with a creek and look for the animals that live in it. <input type="checkbox"/> |
| My Trail <input type="checkbox"/> Name a trail with your own special name. | Make binoculars out of toilet paper rolls and spy something through them. <input type="checkbox"/> | Make a new friend. <input type="checkbox"/> | Walk like a duck, a deer, or a bear. <input type="checkbox"/> | Find different items that are your child's favorite color. <input type="checkbox"/> |

www.hikeitbaby.com



Harry Potter Themed Self-Care tips which can be utilised in Self-Isolation:

HUFFLEPUFF SELF-CARE

Create good boundaries!

Self-Care
You have a generous and giving heart. Make sure that you're setting boundaries with the people around you.

- Turn your generosity toward yourself.
- Surround yourself with people who build you up.
- Do work that you love.
- Practice putting yourself first.
- Take a break from work.
- Curl up with a baked good and a book.


"You might belong in Hufflepuff, Where they are just and loyal, Those patient Hufflepuffs are true, And unafraid of toil."

- Dedication
- Fairness
- Patience
- Kindness
- Tolerance
- Modesty
- Loyalty


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GRYFFINDOR SELF-CARE

Isn't life exciting?

Self-Care
You get super excited about your passions but sometimes you need a reminder to put your feet on the ground.

- Do something that you've been procrastinating on.
- Jump feet first into a new hobby that excites you.
- Try a new restaurant.
- See things from a different point of view.
- Spend time with friends.
- Loud music, dance party for one.


You might belong in Gryffindor Where dwell the brave at heart, their daring, nerve and chivalry set Gryffindors apart.

- Courage
- Bravery
- Determination
- Daring
- Nerve
- Chivalry
- Boldness


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RAVENCLAW SELF-CARE

Take your own advice.

Self-Care
If you're stuck in your head right now it's time to take a deep breath and a step back.

- Slow down your mind with some meditation.
- Grab a cup of tea and your favorite book.
- Find a new documentary.
- Manage your stress levels.
- Reassure yourself when you start overthinking.
- Watch an ASMR video while you relax.


Or yet in wise old Ravenclaw, if you've a ready mind, where those of wit and learning, will always find their kind.

- Intelligence
- Wit
- Wisdom
- Creativity
- Originality
- Individuality
- Sharpness

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SLYTHERIN SELF-CARE

Put your walls down

Self-Care
Self-preservation can keep you from opening up and being vulnerable. Let others see who you are.

- Be less critical of yourself & others.
- Stop holding yourself to un-attainable standards.
- Open yourself up to others even when you fear rejection.
- Let go of what other people think of you.
- Try something you're afraid to fail at.


In Slytherin, you'll make your real friends, those cunning folk use any means, to achieve their ends.

- Resourcefulness
- Cunning
- Ambition
- Determination
- Leadership
- Self-Preservation
- Intelligence

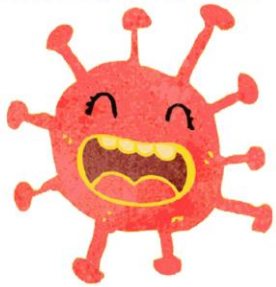
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Explanation of COVID-19 for Children

HELLO!

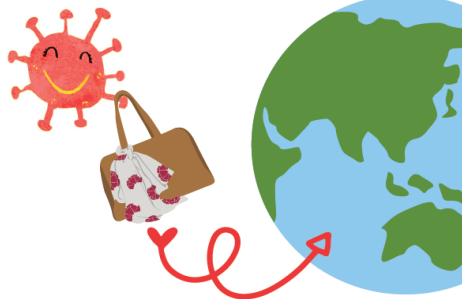
I am a **VIRUS**,
cousins with the Flu and
the Common Cold



My name is **Coronavirus**

MANUELA MOLINA @MINDHEARTKIDS
WWW.MINDHEART.CO
CC BY-NC-SA 4.0 INTERNATIONAL PUBLIC LICENSE

I love to travel...



and to jump
from hand to
hand to say Hi

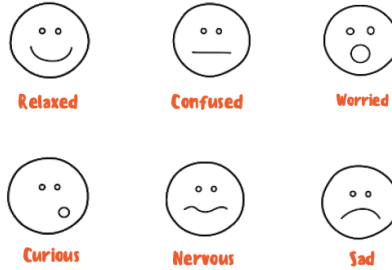
HIGH FIVE



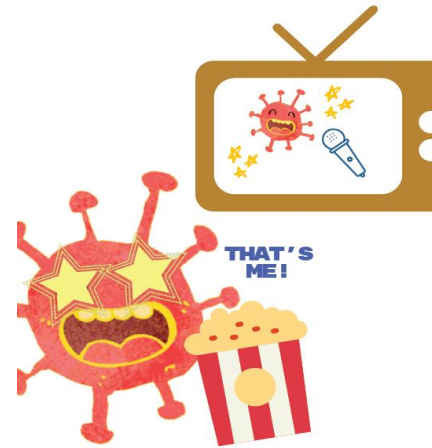
Have you heard about me?

YES NO

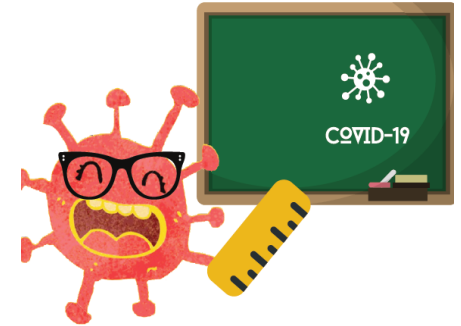
And how do you feel when
you hear my name?



Sometimes adults get
worried when they read
the news or see me on TV



But I am going to explain
myself...



So you can understand...

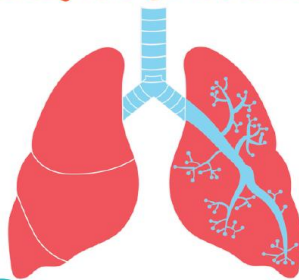
When I come to visit, I bring...



Difficulty breathing



But I don't stay with
people for long, and almost
everyone gets better



Just like when you get a
scrape on your
knee and it heals

BYE BYE...



Don't you worry!

The adults who take care of you:
will keep you safe



And you can help...

1
By washing your hands
with soap and water
while singing a song

You can sing your favorite song,
the happy birthday song, or the
alphabet song

2
By using hand sanitizer
and letting it dry on
your hands

Without moving them count to 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Once your hands are dry you can get
back to playing!!

If you do all that
I will not come to visit



while the doctors work to find a vaccine
that will allow me to say hi
without getting you sick.

